The focus of this article is continuing professional development (CPD) for serving teachers. The term CPD covers a wide range of staff development activities, both formal and informal, designed to address individual teachers’ development needs and improve their professional practice. CPD activities can include:

- within-school activities such as coaching, mentoring, support for individual members of staff arising from performance management interviews, team teaching, sharing good practice, lesson observation and feedback, and whole school development activities
- academy trusts[1] and school networks such as cross-school or virtual networks, for example, to share good practice. Teaching schools (see below under ‘Organisational aspects’) play a role in school-to-school developmental activity
- external activities such as accredited postgraduate study, conferences, industrial placement or work shadowing, international study visits and exchanges.

This article does not cover induction for newly qualified teachers (NTQs),[2] which is described in the article on ‘Conditions of Service’[3].

**Organisational aspects**

**Legal Framework**

All teachers have a professional duty to participate in CPD. The Teachers’ Standards[4] state that a teacher must ‘fulfil wider professional responsibilities’ and ‘take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues’.

Note: The induction[5] of newly qualified teachers (NTQs)[2] is a specific period of development lasting for three school terms (i.e. an academic year). This career phase is a statutory requirement and the support NQTs receive during this period of development is addressed in the section on ‘Induction’[6] in the article on ‘Conditions of Service’.

The School Teachers Pay and Conditions’ Document (STPCD)[7] sets out a number of specific professional duties, which teachers may be required to undertake, this includes undertaking professional development. The statutory conditions of service for teachers in maintained schools[8] (which do not apply to academies[9]) require teachers to be available for work under the direction of the headteacher for 1,265 hours per year, including five days when the school is not open to pupils. These five days were introduced to support a number of non-teaching activities, including in-service training (INSET). If CPD is organised within the 1,265 hours of annual ‘directed time’ that teachers must work, then they must take part. There is no legal minimum requirement for the length of time to be spent on CPD, which may take place both within and outside of working hours.

Performance management
Performance management arrangements are designed to identify and act upon teachers’ training and development needs, informed by the Teachers’ Standards which define the minimum level of practice expected of teachers from the point of being awarded QTS onwards. The Department for Education (DfE) provides a model policy for teacher appraisal which sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the standards expected of teachers.

The statutory basis for performance management in maintained schools in England is provided by the Education (School Teachers’ Appraisal) (England) Regulations 2012, made under the Education Act 2002, and underpinned by the Teachers’ Standards. An annual appraisal meeting is held to assess the teacher’s performance against the national standards and their personal objectives. Since September 2014, with the commencement of performance-related pay increases, the outcome of the appraisal has affected whether or not the teacher progresses within the pay range.

Academies are not bound by the 2012 teacher appraisal regulations but are free to adopt them if they wish. A number of academy trusts have produced performance management (and other) policies aligned to these arrangements, as this page from the National Education Union attests.

**Teacher certification programme**

The Chartered College of Teaching (CCT) opened in 2017 as the new chartered professional body for the teaching profession. It was established with start-up funding from the Department for Education following a consultation on improving the quality of teachers’ professional development and proposals for an independent professional body, published December 2014, which in turn followed on from The Importance of Teaching, the schools White Paper published in November 2010. In the longer term the Chartered College of Teaching will be funded by membership subscriptions and its own charitable activities.

Teachers and those from the wider education community can sign up for a variety of different memberships for an annual charge, and benefit from access to research, event and a wide community of educators as well as high-quality professional learning.

A key element of the offer is the Chartered Teacher (C-Teach) programme. This is a 14-month teacher certification programme, aligned to the Chartered College’s aims to raise the status of the profession and support teachers to acquire the expertise necessary to maintain excellence in teaching and secure the best outcomes for children and young people. Successful completion of the programme confers participants with Chartered Teacher Status, which recognises the knowledge, skills and behaviours of excellent teachers and represents the first step in the development of a career pathway focused on effective classroom practice, not leadership.

**Cover**

Other teachers may provide cover (stand in) for those undertaking CPD depending when the CPD happens. Cover is not required when the CPD takes place on any of the five days when the school is closed to pupils, nor during ‘twilight’ hours beyond the end of the pupils’ school day or during school holidays. At times when the school is open, teachers taking part in CPD as part of their 1,265 annual hours will be covered, either by other teachers or by the use of ‘cover supervisors’ who receive a lower rate of pay than teachers.
Providers

Providers of CPD are numerous and varied. They include:

a. Individual schools themselves operating training internally. Individual headteachers determine the timing, organisation and focus of INSET days and are not subject to any legal minimum requirement as to the length of time to be spent on CPD. Schools may choose to appoint teachers to ‘leading practitioner’ posts whose primary purpose is to model and lead the improvement of teaching skills. Leading practitioners are paid on a separate pay range, higher than the ranges for classroom teachers.

b. Collaborative organisations such as the Whole Education Network [18] and the PiXL Club [19].

c. Teaching schools. These are the Government’s primary focus for school-to-school cooperation and act as hubs for both initial and ongoing training. Teaching Schools act as the core of a Teaching School Alliance. These are cooperative organisations that may cross phase, sector and local authority lines. There is no single model of what a Teaching School Alliance should look like. They vary both in structure – for example some are led by more than one teaching school – and in funding strategy. They are supported by the Teaching Schools Council [20], which represents all teaching schools and works with system leaders across England to promote an inclusive school-led system.

d. Multi academy trusts (MATs) [21]

e. Local authorities (LAs) [22]

f. Higher and further education institutions, or groupings (e.g. the Teaching & Learning Academy [23], a consortium of universities and university colleges)

g. Subject organisations (e.g. the STEM Learning [24] network, Geographical Association [25] and the Institute of Physics [26]).

h. Private companies, charities and third sector organisations, providing a range of accredited and non-accredited CPD opportunities

A House of Commons Education Committee report, School Partnerships and Cooperation [27], published in 2013, describes the features of these players in the system, and a 2015 report by the DfE, School improvement: effective school partnerships [28] looks at the evidence available on collaboration and partnerships between schools and their effectiveness in improving schools.

The Government’s Teaching Leaders [29] programmes listed below develop the skills of teachers working in challenging schools who have the potential to take on middle leadership roles, such as head of department. The training programmes are run by the charity Ambition School Leadership [30]. The charity was originally set up in 2008 by partners including the then National College for School Leadership. The charity merged [31] with the Institute for Teaching [32] in July 2018. The new organisation, which has not yet been named, will focus on ‘supporting teachers and school leaders to keep getting better’.

a. Teaching Leaders Primary [33] is a one- to two-year leadership development programme for high-potential middle leaders.

b. Teaching Leaders Secondary [34] is a two-year leadership development programme for high-potential middle leaders.

c. Middle Leadership programme [35] is a one-year, tailored programme to develop a school’s entire middle leadership team or a cohort of middle leaders from across a cluster of schools.

d. Aspiring Leadership programme [36] assists schools to develop groups of teachers looking to step into their first leadership role.

e. National Professional Qualification for Middle Leadership (NPOML) [37], which is open to middle leaders who have responsibility to lead a team within their school, for example a key stage [38] leader, curriculum area leader, pastoral services leader, subject leader or head of department.
NPQML aims to develop the skills, knowledge and confidence that such individuals need to lead a high-performing team in a school and to improve classroom practice.

In addition to the programmes above, middle managers may also be supported by a specialist leader of education (SLE) from another school. An SLE is an experienced middle or senior leader with a specialism (for example, mathematics, initial teacher training or behaviour) who has a role in supporting and developing middle managers so that they have the skills to lead their own teams and improve practice in their schools.

Incentives, supporting measures and funding for participation in continuing professional development (CPD) activities (H2)

Apart from a few specific initiatives which receive government funding (see examples which follow) schools decide for themselves how much of their budgets to allocate to CPD based on their specific areas for development as set out in their school development plan (SDP). Each individual teacher’s development is planned for in the context of the SDP and monitored by the performance management system. CPD is thus integrated with teacher performance management and school self-evaluation into a coherent cycle of planning.

For teachers, effective professional development is beneficial because it enhances job satisfaction.

Professional development also supports both career progression and pay progression: since 2014 all pay progression for teachers has been linked to performance.

Some formal CPD activities may also attract academic accreditation at master’s level (Level 7 of the FHEQ) leading to awards including: postgraduate certificate (PG Cert – 60 credits); postgraduate diploma (PG Dip – 120 credits); master’s (MA – 180 credits); doctorate (PhD – 360 credits).

Although there is no automatic entitlement to payment for participation in CPD, there is discretion for schools to make a payment to any teacher who undertakes CPD over and above the contractual requirement of 1,265 annual ‘directed hours’.

For schools, an incentive to continually improve the quality of their teachers exists in accountability measures including performance measures based on student attainment and Ofsted inspection. One of the four key judgements made during inspections is ‘the quality of teaching’ across the school as a whole. This judgement on ‘the quality of teaching’ directly affects the judgment made on ‘overall effectiveness’: a school may only be judged outstanding for its ‘overall effectiveness’ if it has been judged as outstanding in its ‘quality of teaching’. Achieving highly in Ofsted inspections also qualifies the school to apply to take a leading role in supporting professional development across the sector, for example by becoming a teaching school. (See the article on ‘Quality Assurance’ for further details about inspection.)

The Education Endowment Foundation (EFF) is an independent charity, established in 2011, with the aim of developing initiatives to raise the attainment of the poorest pupils in the most challenging schools. EFF provides teachers with evidence around 14 themes such as behaviour; feedback and monitoring pupil progress; The themes pull together evidence about what works in improving education outcomes for school-aged children, something the Government considers important in improving teacher quality. EEF was jointly designated as a What Works centre of excellence in 2013.

The Teaching and Leadership Innovation Fund (TLIF) is a three-year government investment which provides funding for professional development programmes for teachers and school leaders. The first round of funding was made available for the academic year 2017/18. Ten providers have been...
awarded contracts to offer programmes aiming to increase existing teachers’ skills, confidence and knowledge in a range of areas including leadership, managing challenging pupil behaviour, geography, science, technology, engineering and mathematics (STEM) subjects and phonics. The programmes, which focus on schools requiring improvement and based in disadvantaged areas. Teachers, leaders and schools have to meet an eligibility criteria [44].

Teacher subject specialism training (TSST) [45] also provides training that is free of cost to participants. It was launched in September 2015 as an initiative to improve the subject knowledge of non-specialist teachers and returning teachers in shortage subjects: maths, physics and modern foreign languages (MFL). Training is led by schools graded ‘outstanding’ or ‘good’ for overall effectiveness by Ofsted, the inspectorate.

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